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ABSTRACT

The purpose of this study was to determine if (1) kindergarten reading readiness can be enhanced by differentiated instruction in visuo-motor (V-M) skills, (2) the Gesell Developmental Placement Examination is effective for inter-class grouping, and (3) developmental growth can be accelerated with differentiated instruction in V-M skills. Materials and media appropriate for kindergarten instruction were also to be identified. Subjects were randomly assigned by Gesell Developmental Placement Examination (GDPE) scores to experimental and control high, low, and heterogeneous development classes. Differentiated instruction in V-M skills was administered. After 8 months, GDPE posttest and Gates-MacGinitie Readiness Skills Test were administered. Results revealed that (1) differentiated V-M instruction does not significantly enhance kindergarten reading readiness; (2) there are no educational advantages in inner-city grouping on basis of developmental age; and (3) developmental growth is not accelerated by a program in V-M skills; (4) slide-tape self-instructional packages and language masters are useful media for kindergarten instruction. Appendixes comprise more than one-half of the document. (Author/AJ)

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CLASSROOM LANGUAGE OF TEACHERS OF YOUNG CHILDREN

by

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Classroom Language of Teachers of Young Children

Carolyn Stern and Sandra Frith

Problem

An analysis of the language used by the teacher in the kindergarten classroom is of critical importance at two levels. The first level is that of comprehension. It is essential that the oral instructional messages of the teacher be couched in language which has considerable overlap with the known repertoire of children at the age or grade level addressed. While primarily concerned with the question of memory load, Jones (1970) has stressed the confounding effect of syntactical and lexical features of the instructions when performance on ability and achievement tests is actually the focus of measurement. It has also been noted (e.g. Howard & McKinnon, 1970) that while there is no significant difference between high and low SES children in their ability to comprehend or understand spoken language, there is clearly a difference in their ability to respond to instructions addressed to them by adults. Obviously, this facility, which is vital in the child's school success as well as in his everyday activities, is a function of the language employed.

The difficulty level of language is particularly relevant with teachers of disadvantaged children. If teachers present their requests in terms which are not meaningful, children are likely to fail to respond appropriately even when the tasks are ones which they would be both eager and capable of performing. When such failures occur repeatedly, teachers are apt to conclude that the children are either uncooperative or lacking in intellectual competence; punishments, verbal reprimands, and other types

of negative reactions ensue, and the seeds which lead to failure, frustration, and ultimate school dropout are planted.

A study of teacher speech can provide information about the vocabulary disadvantaged preschool children should be taught so as to optimize their chances for success when they enter kindergarten. Conversely, the degree of correspondence between the teacher's vocabulary and the available lists of age-appropriate language norms would help provide some understanding of why teachers, especially those of language-handicapped children, fail to communicate effectively and in essence produce "noise" rather than meaningful utterances.

The second critical function of teacher language in the classroom is as the medium for conveying approval and disapproval, for expressing warmth and interest or aloofness and hostility. Whereas on the cognitive level the teacher's verbalizations deliver specific instructional messages, at the autonomic level there are important transmissions through which the teacher can encourage further effort and inquiry, or stifle and suppress intellectual initiative.

The present study is directed to both of these issues. In the first part there is an attempt to analyze the classroom language of kindergarten teachers and to relate this information to various normative estimates of the language repertoire of young children. Several types of graded vocabulary lists have been produced by researchers over the past decades. Generally the words are selected on the basis of frequency of appearance in age-appropriate printed materials (Thorndike & Lorge, 1945), frequency with which they appear in written work by children at various elementary grade levels (Rinsland, 1945), or level of difficulty in spelling or reading (Dale & Chall, 1948; Gates, 1935). While such criteria for the construction

of age-appropriate written materials are tenuous at best, more precise experimental exploration seems to be required before these lists can be used to evaluate the adequacy of the oral language to which the children are expected to respond in the classroom.

The first step in this study was to obtain samples of teacher language in kindergarten classrooms serving children from different ethnic and socioeconomic groups. Using a category system similar to that of Flanders (1970), this same language corpus was also analyzed so as to provide information on the question concerning the regulatory or reinforcing role played by the language of the teacher in the classroom.

Method

Description of Sample

All the kindergarten teachers in seven urban elementary schools, selected to provide a sample of high and low socioeconomic black and white pupil populations, were included in the study. Three of the seven schools were high SES, two with white and one with black children, and four were low SES, one with primarily white and three with primarily black populations. A major point of interest is that all the black teachers taught in schools rated low SES, where the majority of pupils were black, whereas the low SES white children and the high SES black children had white teachers.

No ability or other psychological characteristics of either the teachers or the children were measured directly. However, a general description of the classroom ambience and physical setting was obtained with a specially-constructed observation instrument.

Description of Classrooms

The Observation Inventory was designed to obtain an overall impression as well as a record of the events which occurred while the language sample

was being recorded. The form was filled out by the experimenter immediately following the observation period, so that it was later possible to reconstruct the context of the teacher's language as well as other relevant features of the particular classroom.

In general, it was found that most schools sampled were located in residential areas representing varying levels of visible prosperity; for instance, yards and gardens were far more frequent in the high SES environs. Contrary to general opinion, a low teacher/child ratio was not particularly characteristic of schools in the deprived areas. The high SES classrooms had an average of 25 children compared to 23 in the low SES classrooms. All teachers were observed as warm, friendly, and encouraging; in only one case was a teacher characterized as scolding. Interactions with children were both verval and non-verbal.

Certain areas of difference between high and low SES schools were noted. In seven of the nine low SES classrooms, the children were described as clinging and aggressive, whereas these adjectives were used in describing children in only two of the six high SES classes. A second notable difference was that in the low SES classes teachers used primarily a verbal mode for both positive and negative reinforcement; in the high SES classes, teachers were frequently seen as showing approval with smiles, gestures, and physical contact.

Classroom decorations in the low SES classrooms were predominantly pupil-made; of those which were not made by the children, there were about the same number of teacher-made and purchased decorations. Although the high SES classrooms contained approximately an equal quantity of decorations, the materials were rarely made by the pupils or teachers. In both high and low SES classrooms, there were many learning aids. However, in low

SES schools, these were generally kept in locked closets and not left for use by the children at their own option.

The overall rating of the general atmosphere indicated that all six of the high SES classrooms were considered well-organized. On the other hand, five low SES schools were rated organized and busy, two were observed as organized but rushed, one as tense, and one as disorganized.

Procedure

It was feared that if the teachers were informed that the primary purpose of the investigation was to obtain a sampling of the vocabulary they used with their kindergarten children, they would become self-conscious and their speech accordingly stilted and unrepresentative. To avoid this possibility, the teachers were told that the study was attempting to record the speaking repertoire of kindergarten children. A Wollensak tape recorder (Model 1500, recording speed 3/4 IPS) was placed in an unobtrusive corner and sample five-minute segments were collected from both the morning and afternoon sessions. Generally the schedule called for one five-minute segment every half-hour, but this was not always possible. A minimum of three segments were recorded for each teacher, furnishing a total of 104 five-minute samples, 57 from morning classes and 47 from afternoon classes.

The tapes were transcribed as soon as possible by the original experimenter, who had been present in the classroom during the time the recordings were made, and later edited by at least two independent listeners. The typed scripts represent the basic data for all teacher language analyses.

Results

The first level analyses relate to a simple tally by parts of speech. The total corpus of 23,855 running words, consisting of 1082 different words

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and 54 phrases, were recorded in eight hours and 40 minutes of tape. The 1082 different words were tallied within seven part-of-speech categories, and percentages for each category were computed. Similarly, percentages for part-of-speech categories were obtained for 750 words which also appeared on both the Thorndike-Lorge and Rinsland word lists. These data are reported in Table 1. Not surprisingly, about 70% of the output consists of nouns and verbs; with adjectives included, these three part-of-speech categories account for approximately 85% of the total corpus of both lists. The major difference seems to lie primarily in the greater frequency of noun usage in the spoken teacher vocabulary, with a concomitant lower frequency in verb forms.

Table 2 presents the distribution of the Teacher Vocabulary (TV) words according to the Thorndike-Lorge (T-L) and Rinsland (R) categories. Of the 1082 TV words, 1007 were included in the T-L listing. Over 41% of these were in the 500 most frequent words category (49a). The number of TV words in the remaining categories diminished as they decreased in frequency on the T-L list, with almost 80% being among the 2000 most commonly used words, according to the T-L criteria. The Rinsland lists do not have norms for kindergarten children. However, 905 of the TV words were used by the first graders in the Rinsland study. Of these, over 86% were among the 2000 most frequently used by these children. There was a perceptible decrease in the number of TV words in the less frequently occurring categories.

Those words not occurring at the first grade level of the Rinsland written materials accounted for 20% of the total number of different TV words, but only 3% of the actual verbal production, or total number of running words. As a group, the non-Rinsland words (i.e. those not used by the first-graders in that study) included a much larger percentage of nouns.

To test the hypothesis that the majority of the less familiar words used by the teachers would be in the abstract noun category, a separate tabulation of concrete and abstract nouns was carried out. As can be seen in Table 3, this hypothesis was supported; only 19.5% of the Rinsland nouns were abstract, whereas 24.4% of the nouns not on the Rinsland list were in this category. The group of 905 familiar TV words included a greater proportion of pronouns, but there were no noticeable differences in any of the other word classes. One further contrast between the total Teacher Vocabulary and the subset of Rinsland words was in terms of the Thorndike-Lorge frequency of occurrence categories. Table 3 shows that of the 905 TV words which were on the Rinsland list, 79% were among the Thorndike-Lorke 2000 most common words, compared to only 32% of words not on the Rinsland list which were in this category. Conversely, only 14% of the words on both the TV and Rinsland list were within the infrequent category, compared to 56% of the TV words not on the Rinsland list. It can thus be inferred that the bulk of the teacher language consists of words with which first graders are expected to be familiar, as measured by both the Rinsland and the Thorndike-Lorge criteria.

Table 5 provides a complete list of the 1082 words and 54 phrases tabulated from the teacher language typescripts, with their frequency of occurrence on this list reported in Column 1. In addition to the Teacher Vocabulary obtained from the taped segments, this table includes frequency of occurrence tabulations of these words as they occur in a random sample of language used in a variety of preschool-primary grade materials. The variety of sources for this second list are presented in Table 4. No statistical comparisons were made between these two lists.

Columns 3 and 4 of Table 5 represent, for the Rinsland and the Thorndike-Lorge respectively, the code category according to the system

described on page 43. Thus, the low numbers reflect higher frequency of occurrence on both Columns 3 and 4.

After all the data had been analyzed, a new source of children's spoken language (Wepman & Hass, 1969) reached the attention of the authors. While it was impossible at this time to rerun all the comparisons that had been made for the Teacher Vocabulary and the Rinsland and Thorndike-Lorge lists, it was felt that this new list was too relevant to be completely omitted from consideration. Using the frequency of occurrence data from the Teacher Language, the Written Materials sample, and the Wepman-Hass, the 235 words which appeared on all three sets of data were compared.

All three correlation coefficients were found to be significant at the .01 level. Not unexpectedly, the strongest relationship (.64) was between the spoken teacher vocabulary and the written materials. Quite clearly, there is a high degree of overlap in the oral and written language to which these children are expected to respond. While somewhat less powerful, the correlation of .53 shows a considerable degree of correspondence between the spoken language of teachers and of kindergarten children. The correlation coefficient of .48 between the words children speak and those to which they are expected to respond, while significant by statistical criteria, indicates a considerable gap between the words over which children demonstrate control and those to which they are exposed in reading and testing situations.

The second level analysis was concerned with the nature of the communications conveyed by the teacher's language. Using a modification of the Flanders interaction system, the transcriptions were coded and analyzed under four major categories: 1. Eliciting information; 2. Supplying information; 3. Classroom management; and 4. Reinforcement. A fifth category was used for statements which were inaudible or not susceptible

to decoding by a Black and a Caucasian listener. The frequency of messages in each of these categories is reported in Table 6. The data on this table are presented so as to be able to compare teachers in high and low socioeconomic status schools, by race of teacher and majority ethnic composition of class. A number of interesting inferences can be drawn from these data.

The majority of the language of Caucasian teachers of predominantly Caucasian pupils in high SES schools is concerned either with eliciting information (40.4%) or supplying information (36.9%). Thus, a little more than 77% of the teacher language in these classrooms is directly concerned with instructional content, approximately 18% with classroom control, and only about 5% with verbal reinforcements. Of this latter group of messages, 88.5% communicate approval and only 11.5% disapproval. In terms of percent of messages concerned with instruction, there is little difference among the teachers in the other three groups. However, it seems that teachers in high SES schools, even at this early grade, need to spend a good deal less time in classroom management than teachers in low SES schools. The data show that Caucasian teachers of Caucasian children and Black teachers of Black children devote approximately 27% of their messages to maintaining classroom order and routines.

Caucasian teachers of both high SES Black children and low SES white children use a great deal more verbal reinforcement than was noted with Caucasian teachers with high SES white children or Black teachers with low SES Black children. However, although apparently similar in the amount of verbal reinforcement (14.5% and 13.6%), these statements are far less apt to express approval in Caucasian teachers with high SES Black children (73.8%) than with Caucasian teachers of low SES Caucasian children (81.9%). For Black teachers of low SES Black children, while the overall proportion

of statements conveying reinforcement messages is relatively small (6.2%), when verbal reinforcement does occur it is most likely to be positive (94.5%).

As indicated earlier, it was not always possible to obtain the same number of taped segments with each teacher, thus the total number of messages is largely a function of the number of segments taped. In an attempt to control for this inequity, the total number of message units was divided by the total number of taped segments for each of the four teacher groups, and the mean number of messages per segment are reported in Table 6. Here it can be seen that Caucasian teachers of high SES Caucasian children do considerably more talking, on the whole, than the teachers in the other three groups; Caucasian teachers of low SES Caucasian children provide considerably fewer verbal communications than the other teachers.

Discussion

The first question with which this study was concerned was that of the relationship between the language of teachers and children in kindergarten classrooms. The analyses examined the syntactic nature of the language corpus and the correlation between the words spoken by teachers, their use by children in their own spoken and written language, and their frequency of occurrence in written materials to which these children are expected to respond. The second question was concerned with the nature of the communication messages conveyed by the teacher language, and whether there were any differences in these messages as a function of socioeconomic status of the pupil population or the ethnicity of teachers or pupils.

With reference to the first question, it is encouraging to note that over 60% of the language used by teachers is within the children's expected level of familiarity, according to the Thorndike-Lorge and Rinsland criteria.

The 40% balance of unfamiliar words may be considered the word load to which these children are exposed in the process of vocabulary acquisition. It has been suggested (Wilson, 1963) that children should be given a new word for every 46 words already in their vocabulary. However, the basis on which this ratio was established is unclear.

Burroughs (1957) has made a distinction between core and fringe vocabularies, with the fringe vocabulary in the process of development at this age. However, in the present study, 67.2% of the nouns were in the unfamiliar category, with a high percentage of these being abstract nouns. Since almost 50% of the total recorded teacher vocabulary consists of nouns, it is questionable whether such a high bombardment of unfamiliar words can produce effective vocabulary extension with these young children. Further research is needed to determine the most desirable exposure ratio of unfamiliar to familiar vocabulary, especially among children with identified language deficiencies.

With reference to teacher style across ethnic and SES groups, a number of interesting findings were reported. Unfortunately, the schools involved in the study did not provide a complete sample of teachers to fill all the cells the original design envisioned. Thus, there were only Caucasian teachers observed in high SES schools, and no Caucasian teachers of low SES Black children, or Black teachers of low SES Caucasian children. It is therefore impossible to prepare a complete SES by Race analysis. However, the findings tend to support the data on the Observation Inventory, indicating less confusion and disturbance in the high SES schools. In general, Caucasian teachers of high SES Caucasian children give fewer verbal supports, whereas Black teachers of low SES Black children are the warmest and most supportive.

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Table 1

Frequency Distribution by Parts of Speech for Total Teacher Vocabulary Compared to Distribution for only those Words Appearing on both the Rinsland and Thorndike-Lorge Word Lists.

	Total Teacher Vocabulary (N=1082)		TV Words also on Rinsland & Thorndike-Lorge Lists (N=750)	
Part of Speech	# of Words	Percent	# of Words	Percent
Nouns	523	48.3	308	41.1
Pronouns	42	3.9	34	4.5
Verbs	264	24.4	210	28.0
Adjectives	143	13.2	109	14.5
Adverbs	71	6.6	45	6.0
Prepositions	31	2.9	33	4.4
Conjunctions	8	0.7	11	1.5

Table 2

Distribution of Teacher Vocabulary (TV) Words on the Thorndike-Lorge (T-L) and Rinsland (R) Word Lists

Thorndike-Lorge Category	No. of TV Words	% of TV Words	Rinsland Category	No. of TV Words	% of TV Words
49a	417	41.4	1a	380	42.0
49b	199	19.8	1b	214	23.6
29-48a	95	9.4	2a	131	14.5
29-48b	75	7.5	2b	56	6.2
19-28a	47	4.7	3a	72	8.0
19-28b	42	4.2	3b	28	3.1
Below 19	132	13.0	4a & 4b	24	2.7
Total TV Words on T-L List:	1007		Total TV Words on R List:	905	

Table 3

Distribution of 905 TV Words on Rinsland First Grade List by Part of Speech and Level of Frequency on Thorndike-Lorge Categories, Compared to Distribution of 177 TV Words on Rinsland List.

Part of Speech	% on Rinsland	% not on Rinsland	Thorndike-Lorge Frequency Category	% on Rinsland	% not on Rinsland
Concrete Nouns	36.6	47.5	49a	45.6	2.6
Abstract	8.8	19.8	49b	19.2	11.3
Total Nouns	45.4	67.3	29-48a	7.9	10.4
Pronouns	4.5	0.6	29-48b	6.2	8.2
Verbs	26.5	22.6	19-28a	3.6	6.5
Adjectives	14.6	14.1	19-28b	3.3	5.2
Adverbs	6.0	9.6	Below 19	14.2	55.8
Prepositions	3.4	0.1			
Conjunctions	0.1	0.0			

Table 4

Word List #2: Tests, Miscellaneous Word Lists, and Materials Written for Children

I Tests

Stanford-Binet
Wechsler Intelligence Scale for Children
California Test of Mental Maturity (Short Form)
Peabody Picture Vocabulary Test
Illinois Test of Psycholinguistic Ability (Experimental Version)
Lorge-Thorndike Intelligence Test, Level 1, Forms A and B
Watts Language and Developmental Scale

Metropolitan Readiness Tests
Harrison-Stroud Reading Test
The Dominion Tests

II Word Lists (not including Rinsland and Thorndike-Lorge)

600 Instant Words (Edward Fry)
Standard Minimal Speaking Vocabulary for Pre-First Grade (Tireman, 1948)
Spontaneous Speaking Vocabulary of Children in Primary Grades (1957)
Children's Verbal Output Inventory

III Materials Written for Children

Fun for All
Listening to a Story
Goldilocks and the Three Bears
We Learn to Listen
Scott-Foresman Preprimers (Sally, Dick, and Jane)

Follett Company City Schools Reading Program (4 preprimers)
Betts' Basic Readers, Third Edition

Table 5

Frequency of Occurrence of Words on Four Kindergarten Vocabulary Sources

	1	2	3	4		1	2	3	4
ABLE	7		5	2	ALMOST	3		2	1
ABOUT	125	25	1	1	ALONG	11	3	1	1
ABSENT	1		2	5	ALL RIGHT	187		2	
ACCESSORIES	5	1	2	9	A LOT	4		3	2
ACCIDENT	1		2	5	ALREADY	4	1	2	2
ACROSS	2		1	1	ALSO	8	1	2	1
ADD	1	1	3	1	ALWAYS	5	1	1	1
AFTER	11	9	1	1	AM	32	20	1	1
AFTERNOON	4	2	1	2	AMERICA	2	4		3
AGAIN	24	12	1	1	ANIMAL	14	7	2	2
AGAINST	2		3	1	AFTERWARDS	1		7	3
AGES	1			2	ANOTHER	35	12	1	1
AHEAD	7	4	4	6	ANSWER	6	7	2	1
AIMED	1			4	ANXIOUS	1			6
AIR	2		1	1	ANY	20	3	1	1
AIRFORCE	3				ANYBODY	8		2	6
AIRMAIL	1				ANYONE	13		3	6
AIRPLANE	6	2	1	9	ANYTHING	15	3	1	2
AIRPORT	14		3		APARTMENT	1		3	9
ALL	123	24	1	1	APPARATUS	2			9
ALLEGIANCE	1			9	APPLES	4	1	1	1

	1	2	3	4		1	2	3	4
APPRECIATE	1		5	9	AWFULLY	1		5	4
APPROXIMATELY	1			9	AXES	1			4
APRONS	1			6	BABY	9	8	1	2
ARE	272	94	1	1	BACK	45	6	1	1
AREA	1			5	BACKS	1		7	
AREN'T	5		1	9	BACKYARD	3			
ARITHMETIC	2		3	9	BAD	3		1	1
ARMED FORCES	1				BADLY	1			
ARM	3	2	2	1	BAG	2	1	2	2
ARMY	2		3	2	BALL	25	35	1	1
AROUND	26	22	1	1	BANANA	1	3	3	8
AS	39	49	1	1	BASEBALL	2		5	9
ASK	41	2	2	1	BASKET	1	3	2	2
ASPIRIN	2				BATH	2		2	5
AT	105	96	1	1	BATHROOM	2		3	9
AT LAST	2				BATHTUB	1	1	4	
ATTENTION	1		3	4	BATHWATER	1			
AUTOHARP	2				BE	93	25	1	1
AUTOMOBILE	1		2	4	BEACH	2		3	4
AUTUMN	11	8	4	4	BEAR	2	13	1	1
AWAY	32		1	1	BEANS	1		3	4

	1	2	3	4		1	2	3	4
BEAUTIFUL	2	1	2	1	BIRTHDAY	4	6	1	4
BECAUSE	47	8	2	1	BIT	4		2	2
BED	9	24	1	1	BITE	1		2	3
BEDROOM	9		3	5	BLACK	4	4	1	1
BEEN	15	4	1	8	BLACKBERRY	1			9
BEFORE	22	4	1	1	BLEW	1		2	5
BEGIN	10	57	3	1	BLIZZARD	1			9
BEHAVE	1	1		7	BLOCK	51	2	3	3
BEHIND	7		2	1	BLOUSE	1			9
BEING	4		2	1	BLOWN	1		5	1
BELL	3	24	1	2	BLUE	8	52	1	1
BELONG	7	3	6	2	BLUSTERING	1			9
BELOW	2	1		3	BOARD	9	3	3	2
BENCH	1			3	BOAT	4	11	1	2
BESIDES	7		5	9	BOOK	20	60	1	1
BEST	7	2	1	1	BOOTS	2		3	4
BET	2		1	9	BOTH	3	2	2	1
BETTER	20	3	1	1	BOTHERS	1			7
BETWEEN	3		5	1	BOTTLE	2	5	3	3
BIG	42	54	1	1	BOTTOM	8	15	3	2
BIRD	6	7	1	1	BOUNCING	1			9

	1	2	3	4		1	2	3	4
BOWL	1	9	2	3	BURN	2	4	3	1
BOY	68	11	1	1	BUS	5	7	3	9
BRANCH	13		6	2	BUT	46	13	1	1
BREAD	1	1	1	1	BUTTER	2	1	1	2
BREAKFAST	3		2	2	BUY	8	5	1	1
BREATH	1	1	7	3	BY	32	8	1	1
BREEZE	1			5	CACTUS	1		6	
BRICK	1		3	3	CAGE	1		2	6
BRIDGE	1		2	2	CALF	1	1	2	7
BRIGHT	5		3	2	CALL	63	2	1	1
BRING	40	3	1	1	CALENDAR	1	2		9
BROOM	4		4	6	CALMLY	1			4
BROOMSTICK	7				CAME	14	3	1	1
BROTHER	9	2	1	1	CAMPING	1		6	3
BROUGHT	13	3	1	1	CAN	253	1	1	1
BROWN	8	1	1	2	CANDY	1	3	1	4
BRUSH	1	1	3	3	CAN'T	28		1	4
BUENO TARDES	3				CAR	12	9	1	2
BUILD	60	1	2	1	CARD	3	5	2	3
BUILDING	64		2	2	CARE	3		1	1
BULLETIN BOARD	2			9	CAREFUL	5	25	3	2

	1	2	3	4
CAREFULLY	16	5		
CARELESS	2			4
CARROT	11	1	3	9
CARRY	9	5	2	1
CANS	3		4	
CARTOON	1			9
CART	1	1	3	5
CARTONS	2		6	
CARVE	1			5
CASE	3		5	1
CAT	7	7	1	3
CATCH	2	6	1	2
CAUGHT	1		1	3
CATASTROPHE	2			9
CATTLE	2		4	3
CELEBRATE	4		5	4
CERTAIN	1		7	1
CERTAINLY	1		3	
CHAIR	4	11	1	2
CHAIN	1		3	2
CHANCE	8		3	2

	1	2	3	4
CHANGE	5	3	2	1
CHANNEL	3			6
CHANUKAH	3			
CHECK	6		5	3
CHEEKS	1		6	3
CHERRY	5	1	3	4
CHICKEN	2	5	1	3
CHIEF	4		5	2
CHILD	11	20	3	1
CHILDHOOD	1			7
CHILDREN	8	15	1	1
CHILL	2			5
CHIMNEY	1	5	2	4
CHIPMUNK	2		5	
CHOCOLATE	2	1	3	7
CHOOSE	13		3	3
CHRISTMAS	12	1	1	2
CHURCH	8	3	2	1
CIRCLE	13	9	3	2
CIRCUS	1	1	2	9
CITY	14	23	1	

	1	2	3	4		1	2	3	4
CLAP	6			5	COMFORTABLE	1			4
CLASS	5		2	2	COMMUNITY	4			8
CLAY	6		1	4	CONNECT	1			3
CLEAN	2		1	2	COMPLETE	6			2
CLEANING	1	1	6		CONSISTS	1			4
CLEAR	1		3	1	CONTINUE	1			2
CLEARLY	2				CONTROL	1		6	4
CLINIC	1				CONTROL TOWER	5			
CLOAKROOM	2		5		COOK	2		2	2
CLOCK	5	4	3	2	COOKIE	7	4	6	9
CLOSE	13	1	2	1	COOL	3	1	2	2
CLOSER	2		5		CORN	1		1	1
CLOSELY	20				CORNER	2	3	3	2
CLOSET	2		4	6	CORRECTLY	1			3
COAT	4	3	1	2	COULD	52	13	1	1
COLD	5	1	1	1	COULDN'T	11	1	1	6
COLLECT	5		5	4	COUNT	27		2	2
COLOR	50	6	1	1	COUNTRY	10	1	1	1
COLT	2		7	5	COUPLE	1		7	4
COME	87	107	1	1	COURSE	3		3	1
COME ON	13				COUSIN	1		2	3

	1	2	3	4		1	2	3	4
COVE	1			9	DARK	2	1	2	1
COVER	1	2	3	1	DARLING	1		5	5
COW	9	8	1	2	DAVENPORT	1		7	9
CRACKER	2		5	9	DAY	23	8	1	1
CRASHING	1		7	7	DEAR	5		1	1
CRAYONS	5	4	5	9	DECIDED	1	1	3	2
CREAM	4		3	3	DECEMBER	3		5	3
CRIED	2	1	3	2	DELIVERS	1			3
CROOKED	1		4	7	DESCRIBE	2			3
CROSS	1	20	2	1	DESIGN	2		4	5
CROWS	1		4	4	DIESEL	3			
CRISP	1			9	DISEASES	1			4
CRUNCHY	1				DESK	1	3	1	3
CRYING	2		2	2	DESPAIR	1			3
CUPBOARD	5	1	4	9	DID	215	19	1	1
CUT	7		1	1	DIDN'T	33	1	1	3
CURTAIN	3		5	3	DIFFERENCE	4			2
DAD	9	4	2	9	DIFFERENT	29	15	2	2
DAMAGE	1			6	DIG	3		3	4
DANCE	1		2	2	DIME	2	1	2	8
DARE	1		5	2	DINNER	1	2	1	2

	1	2	3	4		1	2	3	4
DIRT	4		2	6	DRESS	7	2	1	1
DIRTY	3		2	6	DRESSED	1	1	2	
DIRECTIONS	3	4		3	DREW	1		3	3
DISCOVER	1			2	DRIFTS	1			7
DISTURB	1			5	DRINK	4	1	1	1
DO	496	87	1	1	DRIVE	1		2	1
DOES	112	8	1	1	DROPPING	1			1
DOESN'T	14		1	6	DRUG	1		5	6
DOCTOR	6	1	2	2	DRUM	5		2	4
DOG	1	26	1	2	DRY	5	1	2	2
DOG SLEY	4				DUMP	6		4	9
DOING	23	10	1	6	DURING	1		5	1
DOLL	4	4	1	6	EACH	5	29	2	1
DONE	3	1	2	1	EARLY	3	1	2	1
DON'T	74		1	2	EAR	6	2	2	1
DOOR	21	18	1	1	EARTH	4		4	1
DOORKNOBS	2				EASEL	2			
DOT	1	7	5	4	EAST	1		5	1
DOWN	68	63	1	1	EASY	3		4	2
DOZEN	1		5	3	EAT	20	4	1	1
DRAW	3	152	1	1	EDGE	3	3	7	1

	1	2	3	4		1	2	3	4
EIGHT	10		1	2	EVIDENTLY	1			6
EIGHTEEN	2		5	9	EXACTLY	4	1	5	3
EITHER	1	1	2	2	EXAMINING	1			4
ELECTRIC	1	1	2	5	EXCEPT	1		3	2
ELEPHANT	16	1	2	6	EXCLAIMED	1			5
ELEVEN	8		3	6	EXCITEDLY	1			5
ELSE	84	4	2	2	EXCUSE ME	6			
EMPTY	1		5	3	EXCUSE	4		3	4
ENCYCLOPEDIA	1				EXTRA	1		7	5
END	9	5	1	1	EYES	27		1	1
ENJOY	4	2	5	9	FACE	3	1	1	1
ENOUGH	11		1	1	FACT	1			2
ENVELOPE	8		4	7	FACTORY	1			5
EPIDEMIC	1			9	FALL	12	2	1	1
ESTIMATE	1			7	FAMILY	3		2	1
EVEN	6	2	2	1	FAMOUS	1			4
EVER	8	3	1	1	FAR	11	3	2	1
EVERY	2	3	1	1	FARM	5	5	1	2
EVERYBODY	7		2	4	FAST	13	2	1	1
EVERYONE	15	2	5	6	FAT	2		2	2
EVERYTHING	4	2	1	2	FATHER	12	34	1	1

	1	2	3	4
FAULT	1			3
FEEL	15		2	1
FELL	3	5	1	2
FELT	4		3	2
FEET	7		1	1
FEW	5		3	1
FIDDLE	3		3	9
FIELDS	1		6	1
FIFTEEN	1		3	3
FILL	1		4	1
FINALLY	1	1	3	3
FIND	88	112	1	1
FINE	21	1	1	1
FINGER	12	80	2	2
FINISH	14	4	2	2
FIRE	17	5	1	1
FIRE DEPARTMENT	1			
FIRE ENGINE	1			
FIREMAN	7		4	9
FIRE TRUCKS	2			
FIRE STATION	7			9
FIRE HYDRANT	7			
FIRST	24	43	1	1
FISH	6	9	1	2
FIVE	6	2	1	1
FLAG	6	2	2	3
FLAME	3			3
FLAMING	1			
FLANNEL BOARD	1			9
FLOOR	5	2	1	1
FLOWER	4	5	2	1
FLOATING	1		5	4
FLUTE	1		5	9
FLY	7	2	1	1
FOLDED	1	4		3
FOLLOW	3		4	1
FOOD	2	1	1	1
FOOL	2		4	2
FOOT	1	12	2	1
FOOTBALL	3		1	9
FOR	133	78	1	1
FORCES	1			2

	1	2	3	4		1	2	3	4
FORGET	4	2	2	2	GASOLINE	2		4	
FORGOT	6	2	2	6	GAVE	2	6	1	1
FOUND	4	4	1	1	GEE	1			
FOUR	25	8	1	6	GENTLY	1			6
FOURTEEN	2		4	6	GET	97	63	1	1
FOX	1		2	3	GET READY	1			
FRAMES	1			3	GIANT	4		4	
FREEZING	1			6	GINGERBREAD MAN	1		7	9
FRIDAY	2		2	5	GIRAFFE	3			
FRIEND	28	2	2	1	GIRL	75	9	1	1
FROM	55	38	1	1	GIVE	21	10	1	1
FRONT	13	1	1	1	GLAD	14		1	1
FULL	1	1	3	1	GLASS	4	5	2	2
FUN	9	14	1	3	GLOBE	1	3		6
FUNNY	5	20	1	5	GLOWING	1			4
FUR	4		2	3	GO	248	92	1	1
FURNITURE	3		2	4	GOAT	3	3	2	3
FUSS	1		7	9	GOING TO	5			
GAME	3	26	2	2	GOOD	318	3	1	1
GARAGE	1	2	2	9	GOOD MORNING	15		1	1
GAS	4		3	5	GOODAFTERNOON	4			

	1	2	3	4		1	2	3	4
GOOD-BYE	1		2	6	HA-HA	2			5
GOOD FOR YOU	22				HAIR	7	1	1	1
GOOD THINKING	13				HALLOWEEN	7	1	2	9
GOODNESS	1		3	5	HANDLE	2		4	3
GOT	10	11	1	1	HAND	58	23	1	1
GRACEFUL	1			7	HANG	1		2	2
GRADERS, 1ST	1			4	HANGER	4		5	9
GRANDMOTHER	3		1	4	HAPPEN	36	3		2
GRANDPA	2		2	7	HAPPY	13	1	1	1
GRASS	4		1	2	HARBOR	4		6	4
GRAVE	1			2	HARD	4	2	1	1
GRAVEL	1		5	9	HAS	35	30	1	1
GREAT	2	7	2	1	HAVE	69	39	1	1
GREEN	10	43	1	1	HAVEN'T	2		1	
GROCERIES	2		3	9	HAY	1		2	3
GROUND	14		1	1	HE	110	32	1	1
GROUP	5		5	4	HEAD	5	5	1	1
GROW	18	2	1	1	HEALTHY	1		4	7
GUESS	4	2	1	2	HEAR	77	1	1	1
GUN	1	3	1	3	HEAT	1		7	2
HAD	32	30	1	1	HEAVY	1	3	3	1

	1	2	3	4		1	2	3	4
HELLO	2		2	9	HONK	4			4
HE'LL	1		5	9	HONORING	1			2
HELP	68	60	1	1	HORN	1	2	2	3
HE'S	3		2	9	HOOK	3	1	3	4
HELPER	10			9	HOPE	8		1	1
HER	33	10	1	1	HOSE	2		3	8
HERE	68	47	1	1	HORSE	8	11	1	1
HERE'S	3		2	9	HOSPITAL	10		2	5
HIDE	3		2	2	HOT	10	1	1	1
HIGH	13	1	2	1	HOUSE	66	32	1	1
HIM	33	13	1	1	HOW	244	28	1	1
HIMSELF	2	43	3	1	HOWEVER	1			2
HIS	44	1	1	1	HOW NICE	1			
HIT	2	1	1	4	HULA	5			
HOLD	8	7	1	1	HUNDRED	2		2	1
HOLE	6		1	2	HUNTING	1		2	2
HOLIDAY	11		3	4	HURT	3	2	1	2
HOLLOW	1			3	I	347	131	1	1
HOME	27	15	1	1	ICE	1		1	2
HOMEWORK	8				ICY	1		7	8
HONEY	4		3	5	I'D	1	1	2	8

	1	2	3	4
IDEA	12		2	3
IF	127	17	1	1
I'LL	16	2	1	4
I'M	60	1	1	4
IMAGINATION	1			6
IMAGINE	4		5	3
IMPORTANT	4		5	2
IN	239	224	1	1
INDIAN	5	3	3	2
INDIVISABLE	1			
INDOORS	2			9
INFORMATION	1			5
INSIDE	16	2	2	3
INSTEAD	1	1	3	2
INTERESTING	4		4	2
INTO	13	6	1	1
INVITE	4		5	3
IS	410	179	1	1
ISLAND	3		4	2
ISLE	1			5
ISN'T	25		1	9
IT	461	128	1	1
ITCH	1			9
IT'S	55	1	1	8
ITSELF	1			3
I'VE	1		1	4
JACK IN BOX	1	1	7	
JACK O'LANTERNS	1	2	5	
JACKET	3	2	7	9
JAR	5	1	4	5
JINGLE	2		6	9
JOB	25		3	5
JUGGLER	2			
JUGGLING	2			
JUICY	1		6	9
JUNGLE	1		4	9
JUST	63	29	1	1
JUSTICE	1			3
KEEP	19	4	1	1
KEY	1	1	3	3
KIND	46	2	1	1
KINDERGARTEN	4		3	9

	1	2	3	4		1	2	3	4
KITCHEN	4	2	2	3	LEAPED	1			3
KNEW	1		2	2	LEARN	7	7	2	1
KNOB	1		5	9	LEAVE	7	7	2	1
KNOCK	1		3	3	LEFT	7	7	1	1
KNOW	106	14	1	1	LEGS	3	4	2	2
LADY	9	1	1	2	LEMONADE	1	1	5	9
LAMB	3	5	3	3	LENGTH	2			1
LAND	6		2	1	LESS	2		4	1
LAP	7		3	3	LET	21	15	1	1
LARGE	5	1	4	1	LETTER	19	7	1	1
LAST	8	4	1	1	LET'S	166	13	1	9
LATE	8	1	2	1	LET'S SEE	2			9
LATELY	1				LIBERTY	1			3
LAUGH	2	1	2	1	LIBRARY	2		2	4
LAVATORY	2			9	LIFT	1	3		2
LAY	2	1	2	1	LIGHT	13		1	1
LAZY	1		3	4	LIKE	171	125	1	1
LAWNMOWER	1				LINE	12	232	2	1
LEAD	1		5	1	LION	3	2	3	2
LEADERS	5			1	LISTEN	53	63	2	2
LEAF	9	7	2	9	LISTENER	3			9

	1	2	3	4
LITTLE	30	100	1	1
LIVE	33	4	1	1
LIVING ROOM	2		3	1
LOCOMOTIVES	2			9
LONG	25	21	2	1
LOOK	94	184	1	1
LOT	8		1	2
LOUD	9	1	3	2
LOUDLY	1	1		
LOVELY	2		2	3
LOVES	1		3	1
LOW	1		3	1
LUCK	1	1	5	3
LUCKY	1		5	5
LUNCH	1	5	1	6
MADE	10	9	1	1
MAGAZINE	1		3	8
MAGIC	3	1	4	5
MAGNET	1	3		9
MAIL	4	1	2	2
MAILMAN	7			
MAIL BOX	3	2	5	
MAKE	48	8	1	1
MALLET	1			9
MAN	9	2	1	1
MANNERS	2		6	2
MANY	105	16	1	1
MAP	5	3	6	3
MARBLE	6	2	3	4
MARVELOUS	1			6
MAT	8	2	3	6
MATTER	3	1	4	1
MAY	41	1	4	1
MAYBE	24		2	7
ME	72	46	1	1
MEAN	9	3	1	1
MEANT	1		5	3
MEAT	1	1	1	2
MEDICINE	2		3	4
MEET	2	3	4	1
MELT	2		5	3
MEN	2	4	1	1

	1	2	3	4		1	2	3	4
MERRY CHRISTMAS	1			2	MONEY	19	2	1	1
MERRY-GO-ROUND	2	2	2		MONTH	5		2	1
MESS	2	2	4	9	MOON	1	1	2	2
MICROPHONE	8	1	5		MORE	24	13	1	1
MIDDLE	7	1	3	2	MORNING	14		1	1
MIDDLE SIZED	1	5			MOST	3	2	2	1
MIGHT	17	2	1	1	MOTHER	34	2	1	1
MILK	28	8	1	1	MOTOR	3		3	7
MILKS	3		5		MOUSE	2	15	2	3
MILK-MONEY	1				MOUTH	2	2	1	2
MILK-BOY	2				MOVE	18	63	2	1
MIND	1		3	1	MUCH	18	3	1	1
MINE	1		1	1	MUD	1		2	4
MINUTE	31		1	2	MUSIC	3		2	1
MISSED	2		3	1	MUST	4	6	1	1
MISTAKE	1		5	3	MY	25	11	1	1
MISUNDERSTAND	1			9	NAME	35	69	1	1
MIXED	1		4	3	NAP	2		4	7
MOMENT	5			2	NATION	2			2
MOMMY	6	2			NATURALLY	1			2
MONDAY	1		3	3	NEAR	15	1	2	1

	1	2	3	4
NECK	2		3	2
NECKTIES	2			9
NEED	25	12	1	1
NEIGHBOR	2		6	2
NEIGHBORHOOR	1			5
NESTS	3	7	4	2
NEVER	4		1	1
NEW	15	13	1	1
NEXT	22	38	1	1
NICE	37	1	1	2
NICKEL	3	4	2	8
NIGHT	7		1	1
NINE	3		2	2
NO	39	11	1	1
NOBODY	1		3	4
NOISE	3		2	2
NOISY	2			9
NOSE	3	4		2
NOT	64	41	1	1
NOTE	6		3	2
NOTICE	2	1	6	2
NOW	151	136	1	1
NUMBER	18	5	2	1
NUMERICAL	12			
NURSE	6	1	2	3
NUTRITION	8			
NUTS	2		2	3
OCTOPUS	2	3	7	
OF	217	172	1	1
OF COURSE	2			
OFF	9		1	1
OFFICE	3		3	2
OH	73	2	1	2
O.K.	19		4	
OLD	3	1	1	1
ON	97	116	1	1
ONCE	3	2	1	1
ONE	107	70	1	1
ONLY	5	7	1	1
OPEN	7	8	2	1
OPPOSITE	2	2		4
OR	46	10	1	1

	1	2	3	4
ORANGE	4	4	1	3
OTHER	41	30	1	1
OUR	116	14	1	1
OUT	64	16	1	1
OWNSELF	1		2	
OUTSIDE	22		1	2
OWN	3		2	1
OVER	45	1	3	1
PAGE	7	63	2	2
PAINT	25		2	2
PAINTING	5		4	2
PAN	2	1	3	4
PAPER	10	15	1	2
PARDON ME	10		3	4
PART	10	5	1	2
PASSING	2			1
PATIENTS	3		7	4
PATTERN	2		6	4
PEOPLE	95	11	1	1
PERFECTLY	1			2
PERSON	11	2	6	1
PIANO	3	1	3	7
PICK	15		2	2
PICTURE	38	75	1	1
PIE	2	2	3	3
PIECE	3		2	1
PINE CONES	2			
PINK	3		1	4
PIPE	3	1	3	3
PLACE	36	2	1	1
PLANT	6		2	1
PLAY	30	84	1	1
PLEASE	54		1	1
PLUS	1			9
POCKET	2		3	3
POINT	2	20		1
POLAR BEARS	2			9
POLICEMAN	6		3	9
POLICE STATE	3			
POLITE	3		3	6
POST OFFICE	13		2	9
POTATO	7	2	5	3

	1	2	3	4		1	2	3	4
PRAIRE DOGS	2				RAISE	14	3	5	1
PRETEND	2		7	6	REACH	2		4	1
PRETTY	11	3	1	1	READ	10	8	1	1
PRINCIPAL	2			4	READY	53	5	1	1
PRIZE	4		3	4	REAL	15		1	2
PRIZES	2				REALLY	9		2	4
PROBABLY	4	1	3	4	REASON	4		4	1
PROBLEM	6			5	RECORD	4			3
PULL	2	2	2	2	RECOGNIZE	2			5
PUT	112	73	1	1	RECTANGLE	8			
PUTS	7		3		RED	29	35	1	1
PUZZLES	3			8	REINDEER	4		2	
QUESTION	4	7	5	2	REMEMBER	56	12	2	1
QUIET	7		2	2	REMIND	3			7
QUIETLY	12		6	2	REST	13	1	5	1
QUICKLY	9	3			RHYME	3	7		6
QUITE	2	2	2	2	RIDE	24	7	1	1
RABBIT	2	4	1		RIGHT	86	38	1	1
RACCOONS	2	2			RING	2	20	3	2
RAILROAD	2		5	3	ROCK	3	2	2	1
RAIN	5		2	1	ROLL	15		2	1

	1	2	3	4
ROLLERSKATES	2		5	
ROOM	22		1	1
ROPE	2		2	4
ROOT	4			3
ROUND	19		1	1
ROW	3	49	3	2
RUG	31	2	3	5
RUN	6	54	1	1
RUNWAY	2			9
SAFE	6		5	2
SAID	35	80	1	1
SAME	15	16	2	1
SAND	3		2	2
SANDBOX	4		2	
SANTA	8		1	7
SAT	3	12	2	2
SAW	8	10	1	1
SAY-S-ING	82	17	1	1
SCARES-ING	2		4	5
SCHOOL	20	11	1	1
SEAL-S	16			4
SEASON-S	2		6	2
SEAT-S	2		1	2
SEE-S-ING	195	267	1	1
SEEM-S-SEEN	6		5	1
SEND, SENT	4	1	2	1
SERVE-ED	2		5	1
SET-SETS	12		1	1
SEVEN	4	3	1	2
SEVERAL	2		4	1
SHALL	5	2	2	1
SHAPE-ES-ED	27		5	2
SHARE-ING	22	3	7	3
SHE	78	24	1	1
SHE'LL	3			
SHELF-SHELVES	4	1	5	8
SHIP	2	2	2	2
SHOE	2	5	2	2
SHORTEST	3			
SHOULD	22	9	2	1
SHOULDERS	3			2
SHOUT-ED-NG	3			2

	1	2	3	4		1	2	3	4
SHOW-ING	26	31	1	1	SNOW	9		1	2
SICK	3		1	2	SO	88	40	1	1
SIDE-ES	11	3	2	1	SNUG	1			8
SIGNAL	7		6	7	SOME	77	19	1	1
SILENT	4			3	SOMEBODY	2		2	5
SILLY	3		4	7	SOMEONE	32	3	3	6
SINCE	2		4	1	SOMETHING	64	87	1	1
SING-ING	62	1	1	1	SOMETIMES	12	4	1	1
SISTERS	2	8	1	1	SONG-S	44		2	2
SIT-S-ING	74	4	1	1	SOON	4	7	1	1
SIX	6	4	1	1	SON, SONS	4		5	1
SIXTEEN	2			6	SORRY	19		2	3
SIZE	9	1	4	2	SORT	2			2
SKIN	5	2	3	2	SOUND	9	5	3	1
SKIP	3		3	6	SOUNDED-S	9		4	
SKY	2		2	2	SPACE-ES	11		7	2
SKYSCRAPER	2			9	SPANK-S	2		4	9
SLEEP-ING	4	2	1	1	SPEAK-ING	7	3	4	1
SMALL-ER	13		3	1	SPECIAL	17			3
SMART-EST	2		3	5	SPIDER	3	27	7	
SMILE-S-ING	5	2	4	2	SPOT	4		2	2

	1	2	3	4
SPREAD-S	2		4	2
SPRING	3		1	1
SQUARE	4		3	2
SQUIRRELS	2		2	5
SQUIRTED	2	1	6	
STAMP-S	4	2	2	3
STAND-S-ING	21	16	2	1
STARTED-ING-S	8	9	2	1
STATION	7		2	2
STAY-STAYS	16	3	1	1
STEP-STEPS	3	1	3	1
STILL	10	1	2	1
STICK-S	2		2	2
STOOD	2		3	2
STOP-ING	16	10	2	1
STORE-S	11	31	2	1
STORIES-RY	34	212	1	
STRAIGHT	4		2	2
STRAWS	4		5	3
STREET-S	4		1	1
STRETCH-ED	3			2
STRIKE	2	1		2
STRONG	2		2	1
SUCH	9		3	1
SUDDENLY	2		7	2
SUMMER	7	2	1	1
SUPPOSE-ED	14	3	3	2
SUPPOSED TO	2		2	
SURE	13	2	1	1
SURPRISE-ED	2		1	2
SWEATER-S	5	1	2	9
SWEET POTATO	3			
TABLE-S	17	8	1	1
TAKE-S-EN-ING	49	10	1	1
TALK-ED-ING	49	3	1	1
TALL	12	2	2	2
TALLER	2	1		
TASTE-S-ED	10			2
TEACHER-S	4		1	2
TEAM	2			4
TELEPHONE	4		3	5
TEEPEE	4		5	

	1	2	3	4
TELL-S-ING	134	42	1	1
TEMPERATURE	2		6	6
TEMPLE	3			4
TEN	6		1	1
TENT-S	2	4	7	3
THAN	11	5	1	1
THANK	12		1	1
THANK YOU	40			
THANKSGIVING	4		1	6
THAT	403	195	1	1
THAT'S	74		1	9
THAT'S FINE	3			
THAT'S GOOD	3			
THAT'S VERY GOOD	2			
THAT'S RIGHT	15			
THAT'S VERY NICE	2			
THE	971	199	1	1
THEIR	30	9	1	1
THEN	77	19	1	1
THERE	126	12	1	1
THEM	61	17	1	1
THEMSELVES	2		5	2
THESE	22	22	1	1
THEY	157	21	1	1
THEY'RE	4		3	9
THING-S	38	33	1	1
THINK-S-ING	157	14	1	1
THIRTEEN	2		3	5
THIS	176	98	1	1
THOSE	22		1	1
THOUGH	3		2	1
THOUGHT	12	1	1	1
THREE	35	22	1	1
THROUGH	14	3	1	1
THROW-ING	4	2	1	2
THUMPKIN	3			
TICKET OFFICE	3			
TICKET-S	4	1	3	5
TIE-TIED	2	1	2	2
TIENEDINERO	2			

	1	2	3	4		1	2	3	4
TIGER	3	1	2	7	TRAP	4		3	4
TIGHT	2		3	4	TRAVEL-D-ING	15		5	2
'TIL	2		2		TREE, TREES	35	9	1	1
TIME-S	92	6	1	1	TRICK OR TREAT	3			
TINY	3		2	4	TRIP-ED	2		2	2
TITLE	3	2		3	TRUCK	5	1	1	9
TO	670	308	1	1	TRUNK-S	17		3	3
TODAY	95	15	1	1	TRY	23	8	2	1
TOGETHER	12	2	1	1	TUNE	3		5	5
TOLD	8	5	1	2	TUNNEL-S	5		4	9
TOMORROW	19	1	1	2	TURKEY	5	5	2	5
TONIGHT	3		2	4	TURN	47	20	1	1
TOO	37	13	1	1	TURNS	2			
TOOK	3	4	1	1	TWELVE	8	1	2	2
TOOTH	5	3	2	4	TWENTY	7		3	2
TOP	18	16	1	1	TWENTY-ONE	8			
TOUCH-ING	3			2	TWENTH-THREE	2			
TOWN	4	1	1	1	TWO	62	45	1	1
TOY, TOYS	2	5	1	3	UNDER	8	134	1	1
TRACTOR	2		3		UNDERSTAND	5		4	2
TRAIN-S	25	1	1	1	UNTIL	5	16	1	1

	1	2	3	4
UP	91	46	1	1
UPON	3	3	1	1
URGENT	1			9
US	171	14	1	1
USE-ED-ING	19	14	1	1
USUALLY	3			
VERY	107	19	1	1
VERY NICE	2			
VERY GOOD	23			
VETERANS	2			9
VISIT-S-ING	6		2	1
VOICE-S	18	1	5	1
WAIST	2			4
WAIT-ED-ING	50	2	1	1
WALK-ING	21	2	1	1
WALL-S	4	3	2	1
WALLETS	3			9
WANT-S-ED	62	22	1	1
WARM	5		2	1
WAS	68	41	1	1
WASH	9	2	1	2
WASN'T	7		1	9
WATCH-ING	36	1	1	1
WATER	22	6	1	1
WAVING	2			2
WAY-WAYS	75	3	1	1
WE	515	63	1	1
WEAR-ING-S	10	1	1	2
WEATHER	2		1	2
WEEK-WEEKS	2	1	2	1
WELL	57	2	1	1
WE'LL	11		2	6
WENT	6	10	1	1
WERE	46	6	1	1
WE'RE	24		2	9
WHALE	8		4	9
WHAT	599	83	1	1
WHAT'S	13		2	
WHEELS	3		2	2
WHEN	93	25	1	1
WHENEVER	5		4	4
WHERE'S	2		3	

	1	2	3	4
WHERE	150	33	1	1
WHICH	22	73	2	1
WHILE	10	5	1	1
WHISPER	2			3
WHITE	3	2	1	1
WHO	105	24	1	1
WHO'S	19		5	
WHOLE	3	1	2	1
WHOSE	3	18	2	2
WHY	82	3	1	1
WIDE-ER	3			1
WIGGLE-S	4			
WILL	173	50	1	1
WIN	2	1	6	2
WIND-WINDS	5		1	1
WINDOW	13	6	1	1
WINTER	5	1	2	1
WIPE	3	1		4
WISH	3	1	1	1
WITCH-ES	8	3	5	5
WITH	126	49	1	1
WITHOUT	4	1	2	1
WONDER	11		3	
WONDERING-ED	3		6	2
WONDERFUL	7		6	2
WON'T	9		1	4
WOODCHUCK-S	2			9
WORD-WORDS	30	172	2	1
WORK-S-ING	31	34	1	1
WORLD	4		3	1
WOULD	165	10	1	1
WOULDN'T	4		1	8
WRITE-S	7	7	1	1
WRONG	2		3	2
XYLOPHONE	2		6	
YEAR-YEARS	11		1	1
YELLOW	5	4	1	2
YES	120	20	1	2
YESTERDAY	15	2	1	2
YET	6		2	1
YOU	213	220	1	1
YOU'LL	8		2	7

	1	2	3	4		1	2	3	4
YOUR	265	164	1	1	YOURS	2		2	6
YOU'RE	18		2	8	YOURSELF	7	3	3	1
YOU'RE RIGHT	2								

Coding key for Columns 3 and 4

Code	Rinsland Category (Column 3)	Thorndike-Lorge Category (Column 4)
1	1a	49a
2	1b	49b
3	2a	29-48a
4	2b	29-48b
5	3a	19-28a
6	3b	19-28b
7	4a	14-18a
8	4b	14-18b
9		Below 19

Table 6

Types of Messages Conveyed by Teachers in Kindergarten Classrooms (by SES and Race)

Type of Message	Teachers: / Pupils:	High SES Schools: Caucasian / Caucasian # of Statements	%	High SES Schools: Caucasian / Black # of Statements	%	Low SES Schools: Caucasian / Caucasian # of Statements	%	Low SES Schools: Black / Black # of Statements	%
1. Eliciting Information:	Total	530	40.4	317	36.4	160	26.1	848	36.3
a. Direct question		396	30.2	184	21.1	122	19.9	651	27.8
b. "Tell me"		53	4.0	24	2.8	15	2.5	44	1.9
c. "Try again"		17	1.3	13	1.5	1	0.2	25	1.1
d. Tell me more		54	4.1	31	3.6	17	2.8	51	2.2
e. Repeats question		10	0.8	26	3.0	5	0.8	58	2.5
f. Asks about home and family		0	0.0	39	4.5	0	0.0	19	0.8
2. Supplying Information:	Total	484	36.9	252	28.9	204	33.3	698	29.8
a. Statement of fact		112	8.5	82	9.4	80	13.1	211	9.0
b. Confirms child's response		136	10.4	52	6.0	31	5.1	177	7.6
c. Corrects child's response		6	0.5	19	2.2	3	0.5	20	0.9
d. Approves child's contribution		4	0.3	8	0.9	2	0.3	5	0.2
e. Rhetorical question		111	8.5	46	5.3	55	9.0	177	7.6
f. Presents own ideas		115	8.8	45	5.2	33	5.4	108	4.6
3. Classroom Management:	Total	233	17.8	167	19.2	162	26.5	632	27.0
a. Indirect ("It's time for lunch")		67	5.1	56	6.4	26	4.3	157	6.7
b. Direct ("Let's all stand up")		166	12.7	111	12.7	136	22.2	475	20.3
4. Reinforcements:	Total	61	4.6	126	14.5	83	13.6	145	6.2
a. Approval		54	4.1	93	10.7	68	11.1	137	5.9
b. Disapproval		7	0.5	33	3.8	15	2.5	8	0.3
5. Inaudible (Uncodable)		4	0.3	9	1.0	3	0.5	16	0.7
Total Messages by SES-Race Groups		1312		871		612		2339	
Total Number of Taped Segments		24		18		15		47	
Mean Statements per Segment		54.7		48.4		40.8		49.8	